



Indiana Department of Education

SUPPORTING STUDENT SUCCESS

TO: Indiana Area CTE Directors and Staff

FROM: Melissa Rekeweg, IDOE Perkins Career Specialist

DATE: March 18, 2011

RE: FY12 Perkins Local Plan/Basic Grant Amendments and Budgets

The Indiana Department of Education (IDOE) is pleased to announce the availability of federal Basic Grant funds for the 2011-12 school year (contingent on federal funding).

The attached Basic Grant form combines a mid-year summary of 2010-11 funded programs as well as the amendments and budget form for 2011-12 funding. A final, fiscal status report will be sent to area CTE districts at the conclusion of the fiscal year.

Combining the forms is intended to help districts increase the continuity of programming from year to year with a focus on the Perkins Student Performance Indicators.

The completed document must be received no later than May 20, 2011 and should be communicated by one of the following methods:

- Attached to an email to tlovelad@doe.in.gov if you can provide the required signature electronically, or
- Faxed to Tina Lovelady at 317.232.9121

Questions regarding submission of local plan final reports should be directed to Tina Lovelady by email, tlovelad@doe.in.gov or phone, 317.232.9189, or Melissa Rekeweg by email, mrekeweg@doe.in.gov or phone, 317.232.9168.

Indiana Basic Grants for Fiscal Year 2012 Amendments and Budgets

Indiana Basic Grant Amendments and Budget for Fiscal Year 2012

AMENDMENTS AND BUDGET

Contents

Preface	General Information & Instructions	Page 1-6
Part I	Contact Information	Page 7
Part II	School Year 2010-11 Basic Grant Summary	Page 9
Part III	Perkins Basic Grant Compliance 2010-11	Page 10-15
Part IV	Program and Activities Summary for Spring 2011 – Spring 2012	Page 16-19
Appendix A	Dual Credit Courses	Page 20
Appendix B	Required and Permissive Uses	Page 21-23
Appendix C	Allowable and Non-Allowable Expenditures	Page 24
Appendix D	Student Performance Indicator Explanations	Page 25
Appendix E	District Allocations (Estimates for 2012)	Page 26-27
Appendix F	Budget Modification	Page 28
Appendix G	Reimbursement Form	Page 29

Executive Summary

The Indiana Department of Education (IDOE) is pleased to announce the availability of funding for the 2011-2012 school year/fiscal year 2012 for secondary CTE Basic Grants. 2011-2012 will be the fourth year of the five-year Basic Grant Local Plan that was approved for each area CTE district effective July 1, 2008.

The recipient shall abide by all state and federal regulations. The FY12 Local Plan Amendments & Budget is effective when signed and dated by the recipient and approved by the Indiana Department of Education. It may be modified by mutual agreement.

The eligible recipient hereby assures, certifies and agrees to operate and perform the programs in the Local Plan Amendments & Budget in accordance with all the terms and conditions of this application and criteria affecting such programs. The signature of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Plan Amendments & Budget and attachments is current, accurate, and complete, and attests that s/he participated in the development of the document and supports it.

Title I of the federal Perkins Act of 2006 (Perkins IV) requires that all Local Plan Amendments & Budgets for each program year:

- Be submitted by each area CTE district,
- Meet all nine required uses listed in Appendix B before funding is spent on permissive uses, and
- Improve the area CTE districts Basic Grant Student Performance Indicators listed in Appendix C.

What's New in FY12

Several changes have been made to the Basic Grant Amendments and Budget form for the 2011-12 school year including:

- Both the Basic Grant Amendments and Budget application packet and the Tech Prep grant request for proposals packet are being given to Indiana CTE districts at the same time - in order for districts to better align activities and programs for both grants corresponding to the Perkins

Student Performance Indicators.

- Anticipating federal budget cuts to Perkins funding, all estimated allocations for FY12 have been reduced by 10%.
- A task force of CTE district directors reviewed and revised this form to improve clarity and ease of completion.
- The mid-year report, a summary of the use of Basic Grant funds in the current 2010-11 school year, is included as a part of this application.
- A simplified final report form will be given to districts to complete at the conclusion of the 2010-11 school year.

2010-2011 Basic Grant Local Plan Mid-Year and Final Reports

A shortened mid-year report, for the use of Basic Grant funds in the 2010-11 school year, is included in the first half of this form.

As stated in the Notification of Grant Awards for the basic grant funds allocated under the Carl D. Perkins Career and Technical Education Act, each area district must also submit a final report at the conclusion of the school year. A simplified final report form will be made available to districts at the end of the school year.

2011-2012 Basic Grant Amendments and Budget Details

Grant Period - The FY12 grant period is 12 months and will begin on July 1, 2011 or upon completion of the state signature process, whichever comes later, and will end on June 30, 2012.

Award Amounts - Each Indiana area CTE district is eligible to receive a grant award calculated using the local appropriation formula specified in Perkins IV. Individual district allocations are listed in Appendix E.

Grant Proposal Format - All grant proposals must be submitted using the forms included in this document on standard 8.5 x 11 paper, with Arial 11-point type, and printed on one side only.

Activity Forms and Summary Budget - Each Local Plan Amendments & Budget proposal must include activity and/or program pages and a summary budget to delineate how funds will be used. The activity/program pages must indicate total cost of goods and services to be acquired during this fourth year of grant funding.

Grant Proposal Submission - An e-file with electronic signatures or a scanned and signed document should be emailed to Tina Lovelady at tlovelad@doe.in.gov by 4:30pm on May 20, 2011. Receipt of applications will be acknowledged by email no later than May 24, 2011.

Grant Proposal Review - Grant proposals will undergo a technical review upon submission to ensure completeness, accuracy and projected effectiveness. A grant agreement cannot be initiated until the Local Plan Amendments & Budget are approvable.

Award Notification - Grant agreements will be disseminated to area CTE directors if their Amendments & Budget are approvable on or before June 10, 2011.

Data Submission and Reporting FY 2011-2012

A Final Report is due by May 15, 2012 for the grant period ending on June 30, 2012. If the Final Report shows encumbered funds, the award recipient must expend those funds by September 30, 2012, and submit a second Final Report by September 30, 2012 that shows all encumbered funds as spent, or return any unspent monies. The last day for requesting reimbursement for FY12 grant funds is September 14, 2012. All anticipated expenditures between September 14th and September 30th must be requested on September 14th, 2012.

Applicants must commit to provide any other data IDOE and/or IDWD requires for success of the program. Electronic transfers of funds may be delayed or a repayment requested if reporting requirements are not met as indicated in the above-referenced timelines.

Budget Modifications

A budget modification may be submitted anytime before May 31, 2012. Budget modifications should be sent to Tina Lovelady at tlovelady@doe.in.gov. The budget modification form is included as Appendix F and can be found at www.doe.in/gov/octe.

Reimbursement Forms

Reimbursement forms may be submitted twice a month. Reimbursement forms should be sent to Tina Lovelady at tlovelady@doe.in.gov. The reimbursement form is included as Appendix G and can be found at www.doe.in/gov/octe.

Use of Funds

Each grant proposal must provide an estimated budget for each activity. Note: A minimum of 10% of the proposed budget must be targeted for activities for each Basic Grant Student Performance Indicator that a district failed to meet for one year. If the school failed to meet the same indicator for two continuous years a minimum of 15% of the proposed budget must be targeted for activities that will improve the failed indicators. No more than 40% of the total allocation is required to be targeted for all failed indicators even if there are more than four. These activities should result in positive change to the targeted student performance indicators. Districts wanting an exception to the minimum targeted dollar requirement must send a brief explanation detailing how the smaller amount will be used and how it will impact the failed indicator to Melissa Rekeweg at mrekeweg@doe.in.gov by April 29 (put "Basic Grant Exception Request" in the subject line of the e-mail). An explanation is required for each indicator for which an exception is requested. A copy of the approved exception reply must be attached to the budget page.

All required usage categories (Appendix B) must be met collectively within the activities, and may be funded with Perkins or non-Perkins funds. All required uses must be met before permissive usage categories (Appendix B) can be targeted. Use of funds must be consistent with legislation outlined in the Perkins Act of 2006 and must align with the allowable expenditures (Appendix C).

Each activity description should be detailed enough for Indiana Department of Education staff to ascertain that all required usage categories are being met, that no funds are being utilized for disallowed expenditures, and that activities meet the general Perkins guidelines. Additionally, the budget description for that activity should be specific enough that its use is understandable by IDOE staff. Salaries must indicate how many positions are being funded, their full-time equivalent and the functions associated with that position.

General Grant Eligibility Criteria

In order to be eligible for Perkins funding, a potential activity must pass several tests:

- **Is the activity a new one or does it improve or expand an existing program?**
In general, Perkins funds must be used to improve career and technical education programs. This means that eligible recipients must target the limited federal dollars for new or improved activities. Local areas may not use funds to simply maintain existing activities. In general funds should only support an activity for three years unless it is improved.
- **Is the activity of sufficient size and scope to effectively impact performance measures?**
- **Was the activity funded during the previous year by Perkins or the School/institution?**
Perkins funds may not be used to continue an activity funded by non-Perkins funds the previous year as that would be supplanting which is expressly prohibited by law. Consideration will be given to approving an activity previously funded by the school/institution if the school/institution can prove that the activity would cease without Perkins funding. Approval for these exceptions will be rare.
- **Is the activity required by another federal, state or local law?**
If so, this would be supplanting so it would not be eligible for funding.
- **Does the activity address a core indicator area that is deficient?**
If you are currently not meeting your local agreed upon level in any of the core indicators, at least 10% or 15% of your Perkins funds must go to each indicator with an improvement plan to an effort to meet it in the future.
- **Is there data to support the identified need for the proposed activity and can the impact of Perkins funding be measured?**
All aspects of use of Perkins funds must be supported by data and the school/institution must have the capacity to measure improvement attained as a result of the use of Perkins funds.

Description of Annual Local Plan Budget Categories:

The Perkins annual local budget has several primary categories. Institutions need to establish accounts consistent with these categories so Perkins funds can be properly identified and required reports submitted.

- Administration
 - Limited to 5% of total grant amount—do not round up
 - Limited to functions required to execute the grant and should not include any program activities; must be an allowable expense
- Salaries/Fringe Benefits
 - Full or part-time employees
 - Benefits to include health insurance, FICA, retirement, etc.
 - Stipends for professional development; common planning time for teachers and faculty, etc
- Travel
 - Travel/mileage reimbursement for conferences, trips to businesses, schools, etc. for support of CTE programs

- Contractual Services
 - May include consultants, honorariums, software lease, and other contract services
- Equipment
 - Equipment purchased must show evidence of benefit to CTE programs
 - Equipment products with a useful life expectancy of 1 year or more and an original cost of \$500 or more may be included. Equipment purchases that are \$500 or above require state tags.
- Materials/Supplies
 - Consumable products, under \$500 and with a life expectancy of 1 year or less
- Miscellaneous
 - Items that do not fit in any of the categories above that meet the allowable expenses set forth by Perkins. These can include non-contractual fees and travel paid directly to individual consultants, postage, printing and publications, equipment rentals/lease, etc. It is required that use of the miscellaneous category be substantiated with projected expenditures.

Perkins Documentation Timeline

March 18, 2011	Perkins packet disseminated (includes: Local Plan Amendments & Budgets for 2012, Completed Local Plan Amendments & Budget for 2011, & Performance Indicator Improvement Plans)
May 20, 2011	Completed Local Plan Amendments & Budgets for 2011-12 due to IDOE
June 10, 2011	Grant Agreements sent to area CTE directors with approved Local Plan Amendments & Budgets for 2012
July 1, 2011	Grant Start Date (contingent upon the state signature process)
June 30, 2012	Grant End Date
May 15, 2012	2011-12 Final Report due
May 31, 2012	Last day for Budget Modifications
September 30, 2012	Last day to spend FY12 encumbered funds
September 30, 2012	Final Report due showing FY12 encumbered funds spent

Part I. Contact Information

By their signatures, the undersigned individuals attest that they shall abide by all state and federal regulations. The eligible recipient hereby assures, certifies and agrees to operate and perform the activities and programs in the Local Plan Amendments & Budget in accordance with all the terms and conditions of the application and criteria affecting such programs – including meeting the nine required uses of these funds listed in Appendix B and addressing each of the Basic Grant Student Performance Indicators listed in Appendix D.

The signatures of the authorized administrator of the eligible recipient on this form assures and certifies that specific information detailed in the Local Plan Amendments & Budget and attachments is current, accurate, and complete, and attest that they participate in the development of the documentation and supports it.

Area CTE District Name:				ER #	
Address				City	
CTE Director Name				District #	
Signature			Date		
Grant #			CFDA #	84.048	
Reporting Period			to		
Signature of Chief Administrator			Date		
Contact Person			Phone		
E-mail			Fax #		

2010-11
Mid-Year Summary Report of
Current Basic Grant
Programs and Activities

Part II. School Year 2010-11 Basic Grant Summary

Use the information from last spring's Basic Grant Amendments and Budget to number and list below the names of the activities or programs approved for the 2010-11 school year and budgeted amount for each. Add rows if needed.

#	Name of CTE Activity or Program	Budgeted Amount
1		\$0.00
2		\$0.00
3		\$0.00
	TOTAL	\$0.00

Part III. Perkins Basic Grant Compliance 2010-11

Complete this section to verify that your CTE programs and activities for 2010-11 meet the required and permissive uses outlined in the Perkins Act (see Appendix B). Supporting documentation for these programs or activities must be kept on file at the area CTE district (please do not include in this report). Documentation may be requested during site visits. Additional questions ask you to describe effective and successful practices so that these ideas may be shared with other CTE districts in Indiana.

Required Uses

Academic Integration

1. Academic content is integrated into CTE courses and programs, such as through College and Career Pathways, to ensure learning in the core academic subjects and CTE subjects.

☐ Yes ☐ No

List the two most successful techniques, curriculum or resources used in your programs to integrate academic and career/technical skills and briefly explain how each is successful.

Secondary/Postsecondary Linkages

2. CTE courses and programs are linked at the secondary level with the postsecondary level through at least one College and Career Pathway or program of study.

☐ Yes ☐ No

Complete the form in Appendix A with a list of the courses and/or programs with which you have dual credit agreements and the respective postsecondary institutions (instate and/or out-of-state). If you have a document with the same information as required in Appendix A you may attach it instead of completing Appendix A.

What are you doing to ensure your CTE teachers are appropriately licensed to teach dual credit courses?

Give an example of something you have done that has helped to improve your secondary/postsecondary linkages.

All Aspects of the Industry

3. Students are provided strong experiences in and understanding of all aspects of an industry, which may include work-based learning experiences.

☐ Yes ☐ No

Checkmark any of the following work-based learning activities available to your students:

- ☐ Cooperative Education
☐ Internships
☐ Job shadowing
☐ A CTSO sponsored work-based learning activity
☐ Other _____
☐ Other _____

Describe a unique work-based learning experience available to your students (if applicable).

Uses of Technology

4. In order to develop, improve, or expand the use of technology in CTE, mark which of the following is being provided (mark all that apply):

- ☐ Yes ☐ No Career and technical education teachers, faculty, and administrators are trained in the use technology;
- ☐ Yes ☐ No Career and technical education students are provided with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
- ☐ Yes ☐ No Schools are encouraged to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students.

What new uses of technology are you using or planning to use to help students improve academic knowledge and/or technical skills?

Professional Development

5. Professional development programs are provided to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including:

- ☐ Yes ☐ No In-service and pre-service training on:
- Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - Effective teaching skills based on research that includes promising practices;
 - Effective practices to improve parental and community involvement; and
 - Effective use of scientifically based research and data to improve instruction
- ☐ Yes ☐ No Support of education programs for CTE teachers to stay current with all aspects of an industry;
- ☐ Yes ☐ No Internship programs that provide relevant business experience; and
- ☐ Yes ☐ No Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;

List any pre-service, in-service or other professional development trainings, programs or conferences you recommend to others. Provide contact information and/or websites (if available).

Evaluation

6. Evaluations of the career and technical education programs carried out with funds under this title are developed and implemented, including an assessment of how the needs of special populations are being met.

☐ Yes ☐ No

How do you assess if the needs of special populations are being met?

Checkmark if you have a formal process or procedure for evaluating:

☐ Teachers ☐ Counselors ☐ Programs

Modernization and Expansion

7. Quality career and technical education programs are initiated, improved, expanded and modernized, including relevant technology.

☐ Yes ☐ No

List at least one, and no more than four, of the most significant changes made in your district to CTE programs during this funding year with an emphasis on programs that were initiated, improved,

expanded, and/or modernized.

--

Services and Activities

8. Services and activities of sufficient size, scope, and quality are provided.

☐ Yes ☐ No

Special Populations

9. Activities are provided to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

☐ Yes ☐ No

Share at least one program, resource or best practice that supports any segment of special populations in your district.

--

List an effective program, resource or method of increasing student enrollment in and completion of CTE courses and programs not traditional for their gender.

--

Check any of the following support services provided by your district to students from special populations:

<input type="checkbox"/>	Curriculum modification
<input type="checkbox"/>	Use of accommodations
<input type="checkbox"/>	Instructional aides, programs or devices
<input type="checkbox"/>	Tutoring/aides
<input type="checkbox"/>	Computer software or online instruction
<input type="checkbox"/>	Mentoring
<input type="checkbox"/>	Classroom modification
<input type="checkbox"/>	Equipment modification
<input type="checkbox"/>	Career counseling
<input type="checkbox"/>	Job development
<input type="checkbox"/>	Resume preparation
<input type="checkbox"/>	Mock job interviewing
<input type="checkbox"/>	Transportation to interviews
<input type="checkbox"/>	Job coaching
<input type="checkbox"/>	Mentoring
<input type="checkbox"/>	Support groups
<input type="checkbox"/>	Contact with vocational rehabilitation
<input type="checkbox"/>	Other – please list

OPTIONAL: Using the table below to describe effective programs or positive results when Perkins dollars were spent for any of the permissive uses listed above. This information will not be used for evaluation or compliance purposes but only for sharing information about effective programs and practices between districts. (See Appendix B)

Permissive Use Number	Brief summary of effective programs for Permissive Uses in 50 words or less.
	(Use tab key to add additional rows as needed)

Perkins Summary Grid

Enter the numbers of the activities and/or programs identified on page 8 for **2010-11** into the Required and Permissive Use columns and into the row(s) where the activity/program supports a Student Performance Indicator (see Appendix D) in the grid below. Activity and program numbers may be used multiple times. Enter your Student Performance Indicator results in the columns on the right.

Required Uses										Permissive	Student Performance Indicator Results				
	1	2	3	4	5	6	7	8	9	All Permissive Uses	08-09 ACTED Level	09-10 ACTED Level	09-10 LAUL Target	Target Met? Yes/No	10-11 LAUL Target
1S1															
1S2															
2S1															
3S1															
4S1															
5S1															
6S1															
6S2															
2X															
3X															
4X															
5X															
6X															
CR															
1S1 LT															
1S2 LT															

2011-12
Proposed Basic Grant/Local Plan
Amendments and Budget of
Programs and Activities

Part IV. Basic Grant Program and Activities Summary for 2011-12

Please copy and submit one page for each new, continuation or eliminated activity or program.

Activity/Program Title:

(Create a short name for this activity)

Activity/Program Number:

(Create a unique identifying #)

Check if Activity or Program is:

- ☐ Continuation of 2010-11 activity/program. List title below but no activity description is required.
- ☐ Continuation of 2010-11 activity/program with minor revisions. Complete appropriate form below.
- ☐ New activity/program. Complete appropriate form below.
- ☐ Eliminated activity/program. Use description to explain what activity will be eliminated and why.
- ☐ Funded by federal, state or local dollars sources other than Perkins funds.

Activity/Program Summary

Activity or Program Description	
Expected Outcomes (in numbers or %)	
If program, list dual credits and/or certifications or credentials available	
List the Student Performance Indicators addressed	
List Required Use numbers associated with this activity or program	
If program or activity is to be eliminated, give a brief explanation	

Proposed Budget

Enter the budget for this activity or program. Enter total of all activity/program budgets on page 18.

Amount and Type of Expense	Budgeted Amount
1. Administration	
2. Personnel (Salaries)	
3. Fringe Benefits	
4. Staff Travel	
5. Contractual Services	
6. Equipment	
7. Materials/Supplies/Communication	
8. Other (please specify)	
Total	
Budget Detail (optional) how you calculated figures above:	

Summary Budget for 2011-12

The two tables on this form ask for the same information but organized in two ways, by Activity/Program and by Budget Type. Number and list below the names of the activities or programs proposed for the 2011-12 school year, as well as those included in your school improvement plan, and a proposed budget for each. Complete and submit only ONE copy of this page summarizing all Program/Activity requests. Totals for both tables below should be identical.

Total by Activity/Program

[illegible]

Total Category I by Budget Type

Amount and Type of Expense	Proposed Budget
1. Administration	\$0.00
2. Personnel (Salaries)	\$0.00
3. Fringe Benefits	\$0.00
4. Staff Travel	\$0.00
5. Contractual Services	\$0.00
6. Equipment	\$0.00
7. Materials/Supplies/Communication	\$0.00
8. Other (please specify)	\$0.00
TOTAL	\$0.00

Perkins Summary Grid

Enter the numbers of the activities and/or programs proposed for **2011-12** into the Required and Permissive Use columns and into the row(s) where the activity/program supports a Student Performance Indicator (see Appendix D) in the grid below. Activity and program numbers may be used multiple times. Districts may also choose to add Pathway/Tech Prep activities and program numbers to this grid.

Required Uses										
	1	2	3	4	5	6	7	8	9	All Permissive Uses
1S1										
1S2										
2S1										
3S1										
4S1										
5S1										
6S1										
6S2										
2X										
3X										
4X										
5X										
6X										
CR										
1S1 /LT										
1S2 /LT										

Appendix A – Dual Credit Course List

Complete the form below with a list of the courses and/or programs with which you have dual credit agreements in the 2010-11 school year and other information about the respective postsecondary institutions (instate and/or out-of-state). *This list should include dual credit courses and programs funded with both Basic Grant and Pathway/Tech Prep Grant funding.*

<i>HS Course Title</i>	<i>College Course Title</i>	<i>Postsecondary Institution Name</i>	<i>List Per Credit Hour cost (if any) to student</i>	<i>Do you have a written Dual Credit or Articulation Agreement with the postsecondary institution?</i>

Appendix B - Required and Permissive Uses

Each Basic Grant application must include details on the projected use of Perkins dollars over the course of the 5 year grant period to fulfill each of the nine required usage categories listed below.

Required Usage Categories

1. Strengthen the academic and career and technical skills of CTE students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with CTE programs through a coherent sequence of courses, such as career and technical programs of study, to ensure learning in the core academic subjects and CTE subjects.
2. Link CTE at the secondary level with the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study.
3. Provide students with strong experience in and understanding of all aspects of an industry, which may include work, based learning experiences
4. Develop, improve, or expand the use of technology in CTE, which may include—
 - (A) Training of career and technical education teachers, faculty, and administrators to use technology;
 - (B) Providing career and technical education students with the academic and career and technical skills (including the mathematics and science knowledge that provides a strong basis for such skills) that lead to entry into the technology fields; or
 - (C) Encouraging schools to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve the mathematics and science knowledge of students;
5. Provide professional development programs that are to secondary and postsecondary teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated career and technical education programs, including—
 - (A) In-service and pre-service training on—
 - Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable;
 - Effective teaching skills based on research that includes promising practices;
 - Effective practices to improve parental and community involvement; and
 - Effective use of scientifically based research and data to improve instruction
 - (B) Support of education programs for CTE teachers to stay current with all aspects of an industry;
 - (C) Internship programs that provide relevant business experience; and
 - (D) Programs designed to train teachers specifically in the effective use and application of technology to improve instruction;
6. Develop and implement evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met;

7. Initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology;
8. Provide services and activities that are of sufficient size, scope, and quality to be effective; and
9. Provide activities to prepare special populations, including single parents and displaced homemakers who are enrolled in career and technical education programs, for high skill, high wage, or high demand occupations that will lead to self-sufficiency.

Permissive Usage Categories

Perkins IV funds may be used for the following twenty (20) activities:

1. Involve parents, businesses, and labor organizations as appropriate, in the design, implementation, and evaluation of career and technical education programs authorized under this title, including establishing effective programs and procedures to enable informed and effective participation in such programs;
2. Provide career guidance and academic counseling, students participating in career and technical education programs, that improves graduation rates and provides information on postsecondary and career options, including baccalaureate degree programs, for secondary students, which activities may include the use of graduation and career plans; and
3. Develop and support local education and business (including small business) partnerships, including for—
 - (A) work-related experiences for students, such as internships, cooperative education, school-based enterprises, entrepreneurship, and job shadowing that are related to career and technical education programs;
 - (B) Adjunct faculty arrangements for qualified industry professionals; and
 - (C) Industry experience for teachers and faculty;
4. Provide programs for special populations
5. Assist career and technical student organizations;
6. Provide mentoring and support services;
7. Provide opportunities for leasing, purchasing, upgrading or adapting equipment, including instructional aids and publications (including support for library resources) designed to strengthen and support academic and technical skill achievement;
8. Provide teacher preparation programs that address the integration of academic and career and technical education and that assist individuals who are interested in becoming CTE teachers and faculty, including individuals with experience in business and industry;
9. Develop and expand postsecondary program offerings at times and in formats that are accessible for students, including working students;

10. Develop initiatives that facilitate the transition of CTE students into baccalaureate degree programs, including—

- (A) Articulation agreements with postsecondary educational institutions
- (B) Postsecondary dual and concurrent enrollment programs;
- (C) Academic and financial aid counseling for CTE students that informs the students of the opportunities for pursuing a baccalaureate degree and advises the students on how to meet any transfer requirements; and
- (D) Other initiatives—
 - To encourage the pursuit of a baccalaureate degree; and
 - To overcome barriers to enrollment in and completion of baccalaureate degree programs, including geographic and other barriers affecting rural students and special populations;

11. Provide activities to support entrepreneurship education and training;

12. Improve or develop CTE courses, including the development of new proposed career and technical programs of study for consideration by the State and courses that prepare individuals academically and technically for high skill, high wage, or high demand occupations and dual or concurrent enrollment opportunities by which CTE students at the secondary level could obtain postsecondary credit to count towards an associate or baccalaureate degree;

13. Develop and support small, personalized career-themed learning communities;

14. Provide support for family and consumer sciences programs;

15. Provide career and technical education programs for adults and school dropouts to complete the secondary school education, or upgrade their technical skills;

16. Provide assistance to individuals who have participated in services and activities under this Act in continuing their education or training or finding an appropriate job;

17. Support training and activities (such as mentoring and outreach) in non-traditional fields;

18. Provide support for training programs in automotive technologies;

19. Pool a portion of such funds with a portion of funds available to not less than 1 other eligible recipient for innovative initiatives, which may include—

- (A) Improving the initial preparation and professional development of CTE teachers, faculty, administrators, and counselors;
- (B) Establishing, enhancing, or supporting systems for—
 - Accountability data collection under this Act; or
 - Reporting data under this Act;
- (C) Implementing career and technical programs of study;
- (D) Implementing technical assessments;

20. Support other CTE activities that are consistent with the purpose of this Act including not more than 5 percent of the funds for administrative costs associated with the administration of activities assisted under this section.

Appendix C – Allowable & Non-Allowable Expenditures

Allowable Expenditures

Funds may be used in the following ways for secondary and postsecondary recipients. Costs must be broken down by cost per unit and include the final calculation of final costs.

- Administration—not more than 5% of total amount requested;
- Salaries/benefits: e.g., stipends for professional development, common planning time for teachers and faculty. It is strongly recommended that not more than 50% of the budgeted amount is spent on this line item;
- Contract services—may include consultants, stipends, software lease, etc.;
- Materials and supplies—breakdown requested items by cost, number to be purchased and total;
- Equipment—breakdown requested items by cost, number to be purchased and total;
- Professional development—e.g., conference and registration fees;
- Travel—state travel guidelines must be followed when calculating mileage, lodging and meals:
 - mileage is calculated at the rate of \$.40/mile;
 - hotel rates—in-state is \$89; \$97 for Indianapolis, plus tax, maximum; out-of-state is best available rate;
 - per diem—in-state is \$26/day (\$6.50 for breakfast and lunch each, \$13.00 for dinner); out-of-state is \$32/day (\$8.00 for breakfast and lunch each, \$16.00 for dinner).

Non-Allowable Expenditures

Non-allowable expenses include but are not limited to the following:

- Student expenses or direct assistance to students, e.g., pens, pencils, T-shirts, bags, tuition, fees, books;
- Capital expenditures;
- Furniture including desks, tables, cabinets;
- Entertainment;
- Awards and memorabilia;
- Individual memberships, including memberships or anything relating to lobbying;
- Fines and penalties;
- General advertising, advertising/recruitment campaign, fundraising;
- Car rental;
- Consumable materials and supplies that are not integral to CTE instructions and supplies;
- Expenses that supplant;
- Contribution and donations;
- General administration apart from program administration.

Appendix D - Student Performance Indicator Descriptions

Basic Grant Student Performance Indicators	Indicator Description
1S1 Academic Achievement in Reading/Lang Arts	Number of CTE concentrators who have passed the English/ Language Arts portion of the Graduation Qualifying Exam (GQE)
1S2 Academic Achievement in Mathematics	Number of CTE concentrators who have passed the Mathematics portion of the Graduation Qualifying Exam (GQE)
2S1 Technical Skill Attainment	Number of CTE concentrators who passed state-approved technical skill assessments defined for Indiana Career Pathways.
3S1 School Completion	Number of CTE concentrators who earned a regular secondary school diploma.
4S1 Student Graduation Rate	Number of CTE concentrators who were included as graduates in the state's calculation.
5S1 Placement	Number of CTE concentrators who left secondary education and were placed in postsecondary education or advanced training, military service or employment in second quarter after leaving secondary education.
6S1 Nontraditional Participation	Number of CTE participants from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.
6S2 Nontraditional Completion	Number of CTE concentrators from underrepresented gender groups who participated in a program leading to employment in nontraditional fields.
Additional Indicators	Indicator Description
1EXT Tech Prep Enrollment	Number of Tech Prep students who enrolled in one or more courses in a CTE program or Indiana College and Career Pathway.
2EXT Postsecondary Enrollment	Number of Tech Prep students who graduated last year and are enrolled in postsecondary during the current year.
3EXT Cluster Match	Number of Tech Prep students who graduated last year and are enrolled in postsecondary during the current year in the same major or career cluster/pathway as they were in high school.
4EXT Industry Certification/ Licensing	Number of Tech Prep students who graduated last year with a state or industry-recognized certificate, license or credential.
5EXT Dual Credits	Number of Tech Prep students who graduated last year with transcribed postsecondary credits (dual credits).
6EXT Remediation	Number of Tech Prep students who graduated last year and who enrolled in postsecondary remedial mathematics, writing, or reading courses upon entering postsecondary education.
New Indicators 2011-2012	Indicator Description
Comp Rate	The number of secondary CTE students enrolled in the program who completed the program during their 4 years in high school.
1S1/LT	The number of secondary CTE students enrolled in the program who failed the language arts test in 10 th grade and then passed the subsequent language arts test in either 11 th or 12 th grades.
1S2/LT	The number of secondary CTE students enrolled in the program who failed the math test in 10 th grade and then passed the subsequent math test in either 11 th or 12 th grades.

Appendix F - Perkins Proposed Allocations
FY 12 Funds Available July 1, 2011 to June 30, 2012

ACTED	Recipient	FY 11	FY12
1	School City of East Chicago	\$170,334	\$153,301
2	School City of Hammond	\$553,371	\$498,034
3	Gary Community School Corporation	\$616,394	\$554,755
4	Hanover Community School Corp	\$100,878	\$90,790
5	Porter County Education Interlocal	\$291,136	\$262,022
6	Michigan City Area Schools	\$247,488	\$222,739
7	South Bend Community School Corporation	\$453,282	\$407,954
8	Elkhart Community Schools	\$665,689	\$599,120
9	Garrett-Keyser-Butler Community Schools	\$303,122	\$272,810
10	Twin Lakes School Corporation	\$175,142	\$157,628
11	Culver Community Schools Corporation	\$200,064	\$180,058
12	Warsaw Community Schools	\$121,314	\$109,183
13	Wawasee Community School Corporation	\$99,366	\$89,429
14	Fort Wayne Community Schools	\$845,841	\$761,257
16	Logansport Community School Corporation	\$104,583	\$94,125
17	Heartland Career Center	\$107,730	\$96,957
18	MSD Bluffton-Harrison	\$331,539	\$298,385
19	Tippecanoe School Corporation	\$391,165	\$352,049
20	Kokomo-Center Township Consolidated School Corporation	\$220,613	\$198,552
21	Marion Community Schools	\$191,312	\$172,181
22	Muncie Community Schools	\$296,016	\$266,414
23	Crawfordsville Community Schools	\$141,767	\$127,590
24	MSD Washington Township	\$787,831	\$709,048
25	Elwood Community School Corporation	\$73,740	\$66,366
26	Anderson Community School Corporation	\$258,769	\$232,892
27	New Castle Community School Corporation	\$118,712	\$106,841
28	Richmond Community School Corporation	\$147,007	\$132,306
29	South Vermillion Community School Corporation	\$73,070	\$65,763
30	Area 30 Interlocal	\$82,299	\$74,069
31	MSD Wayne Township	\$555,157	\$499,641
32	Indianapolis Public Schools	\$1,291,796	\$1,162,616
33	MSD Lawrence Township	\$205,364	\$184,828
34	Fayette County School Corporation	\$176,077	\$158,469
35	Vigo County School Corporation	\$340,900	\$306,810
36	Monroe County Community School Corporation	\$329,685	\$296,717

37	Central Nine Career Center	\$471,167	\$424,050
38	Blue River Career Programs	\$84,881	\$76,393
39	Twin Rivers Vocational Area	\$104,503	\$94,053
40	North Lawrence Community Schools	\$159,689	\$143,720
41	Bartholomew Consolidated School Corporation	\$309,209	\$278,288
42	Southeastern Career Center	\$318,860	\$286,974
43	Twin Rivers Vocational Area	\$193,888	\$174,499
44	Lost River Career Cooperative	\$57,861	\$52,075
45	New Albany-Floyd County Consolidated School Corporation	\$572,080	\$514,872
46	Evansville-Vanderburgh School Corporation	\$629,605	\$566,645
47	Greater Jasper Consolidated Schools	\$112,485	\$101,237
48	Tell City-Troy Township School Corporation	\$32,327	\$29,094
49	MSD Warren Township	\$212,810	\$191,529

INDIANA DEPARTMENT OF EDUCATION

☐ Secondary Basic Grant

Budget Modification Form

☐ Tech Prep Grant

Name and Address of Grantee:

Name
Street Address
City, State, Zip

Corporation #:

Corporation #

Cost Category	Current Approved Budget	Requested Modification	Revised Totals
1. Administration	\$	\$	\$
2. Personnel	\$	\$	\$
3. Fringe Benefits	\$	\$	\$
4. Staff Travel	\$	\$	\$
5. Contractual Services	\$	\$	\$
6. Equipment	\$	\$	\$
7. Materials/Supplies & Communications	\$	\$	\$
8. Other	\$	\$	\$
Totals	\$	\$	\$

Rationale for each requested modification:

Printed Name of
Administrator

Signature

Title

Date

Request to modify the budget and/or activities as indicated above is:

☐ Approved

☐ Declined

Comments:

IDOE Signature:

Date:

Submit for to: Tina Lovelady at tlovelady@doe.in.gov

INDIANA DEPARTMENT OF EDUCATION

Reimbursement Form**DUE DATE: 1st and 15th Each Month**
☐ Secondary Basic Grant ☐ Tech Prep Grant
Name and Address of Grantee:
 Name
 Street Address
 City, State, Zip
Corporation #:

Corporation #

Project Year: 7/1/10 thru 6/30/11**Fund 6200 series** Enter #**Receipt Acct 4299****BUDGET SUMMARY**

Budget Categories:	Approved Budget	Expenses for the Month of Month	Total Expenses to Date
1. Administration			
2. Personnel (Salaries)			
3. Fringe Benefits			
4. Staff Travel			
5. Contractual Services			
6. Equipment			
7. Materials/Supplies/ Communications			
8. Other			
Totals			
AWARD AMOUNT		AMOUNT TO BE REIMBURSED	

Signature of Business Official: _____

Date: 1/1/2011

Submit form to: Tina Lovelady at tlovelad@doe.in.gov